R E P O R T R E S U M E S

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SHELBY COUNTY SCHOOLS COURSE OF STUDY FOR EDUCABLE MENTALLY RETARDED.

SHELBY COUNTY BOARD OF EDUCATION, MEMPHIS, TENN.

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DESCRIPTORS- *CURRICULUM GUIDES, *EDUCABLE MENTALLY HANDICAPPED, SPECIAL EDUCATION, SECONDARY INSTRUCTIONAL LEVEL, VOCATIONAL EDUCATION, INSTRUCTIONAL MATERIALS, PRIMARY GRADES, INTERMEDIATE GRADES, SHELBY COUNTY TENNESSEE SCHOOLS, MEMPHIS

OBJECTIVES, CONTENT, AND TEACHING METHODS ARE SUGGESTED FOR THE COMMUNICATING SKILLS (READING, SPELLING, LANGUAGE, WRITING), THE ENUMERATING SKILL (ARITHMETIC), THE LIVING SKILLS (HEALTH, SCIENCE), AND THE ENRICHING SKILLS (ART, MUSIC). EACH OF THESE SKILL AREAS IS DISCUSSED SEPARATELY FOR THE PRIMARY, INTERMEDIATE, AND SECONDARY LEVELS. A SECTION ON VOCATIONAL EDUCATION INCLUDES OBJECTIVES, CONTENT, AND METHODS. SPECIFIC MATERIALS ARE LISTED FOR MUSIC ACTIVITIES. (MY)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SHELBY COUNTY SCHOOLS

COURSE OF STUDY

EDUCABLE MENTALLY RETARDED

June, 1965

SHELBY COUNTY BOARD OF EDUCATION

Memphis, Tennessee

FOREWARD

This course of study was prepared by a committee composed of Mr. Raymond Abernathy, Mrs. Bernice Balentine, Mrs. Dot Burcham, Mr. Richard Johnson, and Mrs. Dorothy McMasters, under the supervision of Mr. George Chism, former Director of Special Education in Shelby County schools.

It is hoped that the teachers of the educable mentally retarded will consider this course of study to be a general guide and will supplement it in many ways.

Sincere appreciation is hereby expressed to each person who has participated in the preparation of these materials.

Signed:

Geo W. Barnes

Superintendent

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PRIMARY LEVEL

PHILOSOPHY

It is an inherent, humane right, as well as an American tradition that we educate our youth. That we give them the education which will equip them to exist in an unknown future is an unquestioned obligation. Every child, with no exceptions, should have some training which will fit his mental and physical capacities. The Educably Mentally Retarded classes of Shelby County have been set up to fulfill this belief that children of mental limitations can achieve.

This Course of Study should help, direct, and focus attention on some ways and means by which these children can be educated. It does not place means and limitations on the creative ability, resourcefulness, and intelligence of the teacher.

AIMS

I. Intellectual

A. Develop skills of successful everyday communication through speaking and writing.

B. Develop basic reading skills necessary to elemental existence in accelerating world.

C. Acquire mathematical concepts and skills according to need and ability.

D. Develop an understanding of basic governmental rules and appreciation for our national system.

E. Ascertain facts and principles of health and scientific knowledge for safer living.

F. Assure ability to use knowledge learned for a more rewarding life.

II. Social

A. Develop a sense of personal respect.

B. Promote idea of respect for others.

C. Accept premise of personal responsibility for social adjustment at home, school, and in community.

D. Promote democratic living.

E. Develop interest in wholesome, enjoyable leisure time activities according to mental and physical abilities.

III. Moral

A. Learn the difference between accepted patterns of right and wrong.

B. Acquire respect for other people's ideas.

C. Instill a personal sense of integrity.

IV. Physical and Emotional

A. Develop self-understanding.

B. Acquire an acceptance of own personal handicap.

C. Accept various attitudes by society with complacency.

D. Be able to live in society with a minimum of mental and physical discomfort.

E. Be able to take care of own physical needs.

V. Vocational

A. Acquire respect for all types of work.

B. Discover work best suited to each individual in program.

C. Acquire skills necessary for employment.

D. Acquire social attitudes necessary for employment.

E. Acquire job seeking skills necessary for obtaining position.

F. Become acquainted with available employment.

G. Develop abilities which will make a satisfactory contributor to home living.

READING

I. Objectives

A. To create interest and urge to read.

B. To provide stimulating and well-planned readiness program.

C. To plan for individual difference.

D. To develop auditory, visual, and motor skills necessary for reading.

E. To encourage and encourage and encourage.

F. To reinforce through repetition and drill.

II. Content

A. Visual skills
1. Recognize likenesses and differences through pictures, geometrical figures, word forms, letters.

B. Auditory skills

1. Identify source of sounds.

2. Distinguish the differences among sounds.

3. Imitate various sounds.

4. Listen for rhyming sounds.

5. Master initial consonant sounds.

6. Learn simple vowel patterns.

7. Discern the likenesses and differences in initial and final sounds in words.

C. Motor Skills

1. Hold book at proper angle to face.

2. Turn pages from front to back.

3. Learn to control eye muscles. Move from left to right and to next line.

D. Progressive program

1. Master readiness material.

2. Progress through preprimers at individual speed.

3. Read basal series, primer, first reader, second reader as need arises.

4. Develop reading vocabulary through:

a. Charts

b. Stories

c. Plays

III. Methods

A. Look at pictures.

B. Discuss contents of pictures.

C. Draw parallels between pictures and real life.

D. Interpret a story through a succession of pictures.

E. Observe surroundings.

F. Take observation walks.

G. Have flannelboard stories.

H. Provide storytime; stories by teacher.

I. Teach nursery rhymes.

J. Elicit stories from children.

K. Make charts.

L. Dramatize stories and poems.

M. Prepare puppet shows.

N. Make movies.

SPELLING

I. Objective

A. To master name

B. To write school name

C. To use a few well known primary words: cat, dog, see.

II. Content

A. No formal spelling at this level.

III. Methods

A. Repeat over a period of time until words are mastered.

B. Use chalk board.

C. Draw words in sand.

D. Trace with crayon.

LANGUAGE

I. Objectives

A. To convey thoughts so that wants and needs are understood.

B. To understand what is being communicated.

C. To refine methods of communication so that students will not be embarrassed in society.

D. To provide speech therapy where needed.

E. To emphasize oral rather than written.

II. Content

A. Make a simple sentence.

B. Make a simple request.

C. Eliminate baby talk.

D. Construct simple verb tenses correctly.

E. Use nouns, singular and plural correctly.

F. Distinguish and use the proper pronoun at the proper time: he for male: she for female.

G. Prounounce letters, words correctly.

III. Methods

A. Participate in much group discussion.

B. Compose many experience charts.

C. Tell and retell real experiences.

D. Tell through plays, puppets, drawings, familiar stories.

E. Increase vocabulary through systematic injection and repeated use of new words.

F. Perfect sounds by use of drill.

WRITING

I. Objectives

A. To develop motor skills.

B. To develop muscular control.

C. To provide for individual differences in motor skills and mental abilities.

D. To create an interest in writing and sense a need to write.

II. Content

A. Use crayons.

1. Color within lines.

2. Color neatly.

3. Use colors discriminately and harmoniously.

B. Use pencils and paper.

1. Hold pencil according to physical ability.

2. Provide for any physical disability.

C. Form letters of the alphabet.

1. Learn to form letters, small and capital.

III. Methods

A. Master hand placement on crayons.

B. Master skills of coloring within lines.

C. Develop basic strokes.

D. Learn proper manner to hold pencil.

E. Master ovals, straighline mark.

F. Master left to right movement.

G. Be able to go from one line to next.

H. Space between letters and words.

I. Learn formation of small and capital letters of alphabet.

J. Write words.

K. Master name.

L. Copy words, short sentences from board.

PRIMARY

ARITHMETIC

Since the learning skills brought to the EMR elementary class by the children will be few, the teacher will use a large amount of readiness or remedial materials and techniques. The teacher should start with concrete objects in the classroom to give vocabulary a practical aspect in relation to time, space, and quantity. Much reteaching will be necessary. Many pupils, male students particularly, can grasp the mechanics of number math. Reasoning and thinking problems present more of an unanswered challenge.

I. Objectives

A. To learn the meaning of simple arithmetic vocabulary.

B. To count number to 100.

C. To understand relationship of printed number to quantity.

D. To understand ordinals.

E. To be able to tell time.

F. To recognize value of coins and bills.

G. To know the important numbers about himself: age, address, telephone number.

H. To understand simple measures: pound, yard, inch, foot.

I. To acquire a functional understanding of number systems to be able to function in a democratic society.

J. To count by 5 and 10 to 100.

K. To add and subtract basic combination facts to six.

II. Content

A. Count words one to ten. Teach oral. Proceed to written recognition. Master spelling.

B. Count to 100.

C. Learn meaning of ordinals.

D. Learn hours of time, proceed to half-hours. Teach minute.

E. Use money to teach counting by fives and tens.

III. Methods

A. Use number words in conversation.

B. Count many, many objects. Use initiative.

C. Use printed material, particularly practical objects as want ads, telephone directories.

D. Have a clock with correct time. Note times as you change activities.

E. Have clock which may be used for experimentation.

F. Use practical measures. Create situations where you actually measure.

G. Use dimes to count by tens.

H. Use much and many concrete objects to teach addition and subtraction facts.

I. Use flannel boards.

J. Use number games.

HEALTH AND SCIENCE

The Health and Science listed for the Intermediate Grades will be excellent for primary use. Indeed, habits and concepts developed in this unit will serve at any age level.

ART

Art for the Primary Grades may be taken from the Intermediate section and adjusted to the physical and emotional needs of the primary child. Art ideas and art materials are only limited by the teacher's imagination.

MUSIC

Music constitutes one of the finest teaching and recreational media for mentally retarded children. No other single educational area possesses the numerous possibilities as that of music. An adequate music program can assist the mentally retarded child in his emotional, social, mental, and physical development.

The following musical plans and activities are of high interest on a low academic level and can be applied to any level of mental retardation. A teacher of the mentally retarded should be aware that the success of a music program for the retarded depends upon the personality of the individual child, the teacher, his approach and his materials.

I. Objectives

A. To widen horizon of general experiences

B. To enrich aesthetic taste

C. To provide outlet for physical motion

D. To develop rhythmical sense

II. Content

A. Sing songs.

B. Play simple instruments.

C. Provide rhythmical activities.

D. Listen to records.

E. Enjoy singing games.

III. Methods

A. Sing these songs.

1. "Peek-a-Boo", Play and Sing, p. 2.
2. "Action Song", Ibid., p. 1.
3. "Greeting," Ibid., p. 3.
4. "Indians," Ibid., p. 8.

B. Perform these rhythmical songs.

1. "Tramp, Tramp, Tramp", A Child and Rhythm, p.6.
2. "Clock Song", Play and Sing, p. 12.
3. "Rhythm Song", Ibid., p. 24.
4. "Stop! Look! Listen!, Rhyme, Rhythm, and Song, p.26.

C. March to music.

1. Let the children march to any good march music. Make up patterns and steps.
2. "Soldiers March", RCA, Rhythmic Activities, Vol.II.
3. Patriotic Songs and Marches for Children, Mercury Childcraft CIP 1204.

D. Provide a rhythm band.

1. Let the children play to lively music.
2. Make own instruments from dowel sticks, beans in a box.

E. Try singing games.

1. "Farmer Chin", Play and Sing, p. 16.
2. "Bow Belinda", Sing and Dance, p. 67.
3. "The Muffin Man", Ibid., p. 35.
4. "Paw Paw Patch", Ibid., p. 39.
5. "Bingo", Ibid., p. 45.

F. Stimulate with music.

1. "Yankee Doodle", Sing and Dance, p. 48.
2. "Shoo Fly", Ibid., p. 54.
3. "Little Brown Jug, Ibid., p. 54.
4. "Pop, Goes the Weasel", Ibid., p. 69.
5. "Good Night, Ladies", Ibid., p. 77.

G. Listen to records.

INTERMEDIATE

READING

I. General objectives

A. To stimulate a desire to read.

B. To develop worthy self-esteem and self-confidence.

C. To develop reading through association with classroom experience.

D. To continue to develop auditory, visual, and motor skills.

E. To develop growth in concepts and means of vocabulary.

F. To increase ability in written and oral expression.

G. To utilize materials so as to meet individual needs of each student.

H. To develop good listening habits.

I. To establish good reading habits.

J. To develop the ability to read for information and pleasure.

K. To provide reading experiences which help the pupil to widen interest horizon.

II. Content

A. To develop word recognition skills in the following areas:

1. Note likenesses and differences.

2. Acquire phonetic skills.

3. Recognize initial, final sounds, dipthongs and digraphs.

4. Discern parts of compound words.

5. Recognize and differentiate possessives and contractions.

6. Interpret picture clues.

B. Further the comprehensive skills in these areas.

1. Interpret the main idea through contextual reading.

2. Recognize sequence of events.

3. Increase and understand expanding vocabulary.

4. Relate stories read.

5. Learn grouping of similar materials through use of reading ability.

6. Enlarge our understanding through reading.

C. Oral reading skills

1. Enunciate clearly and distinctly.

2. Recognize and use punctuation to promote oral fluency.

3. Read in phrases.

4. Elicit expression.

5. Read in conversational tone.

6. Enoy reading aloud for others.

III. Methods

A. Create environment conducive to reading.

B. Select materials suitable to special abilities and disabilities.

C. Provide exchange of questions and ideas with pupil-teacher environment.

D. Develop vicarious experiences through reading and listening.

E. Create reading experiences through meaningful classroom activities.

F. Develop a felt necessity for reading skills.

G. Assemble picture books.

H. Provide opportunity for teacher to pupil reading.

I. Develop maximum pupil participation through dramatization, illustrations for stories, etc.

J. Establish desirable work habits during class and independent work.

K. Reinforce desirable work habits presented in early program.

L. Provide interesting and constructive seatwork.

SPELLING

The purpose of teaching spelling to the EMR child is to give him some means of communication besides oral language. It will give him more of a sense of security in an ever increasing printed word. He should then be able to meet every days social needs for his limited personal correspondence.

I. Objectives

1. To learn to spell words connected with his school environment.
2. To learn to spell words which will help him shop and work.
3. To learn to spell words which will enable him to correspond.

II. Content

A. Use basal texts at pupil's level.

B. Compile lists of basic words necessary for survival in social world.

C. Begin with associative words: pupil's name, school, animal names.

D. Use color appeal often.

E. Relate activities during daily program to spelling.

F. Give individual help.

G. Encourage spelling as a means to utilize developed writing skills.

III. Method for a single word is:

A. Write one word on board.

B. Pronounce it correctly: children echo.

C. Give meaning of word.

D. Use simple phonetic clues to spell letters.

E. Locate any difficult spots and drill.

F. Spell words.

G. Reinforce by tracing with finger on desk and spelling.

H. Use pictures, clay, concrete objects to form mental picture of word.

I. Write each letter with different color crayon.

J. Trace in sand.

K. Remove all stimuli and test on paper.

L. Praise child for trying: for achieving.

IV. Teacher Aids

A. Spell with games.

1. Phonics Games Series-"Consonant", "Lotto", "Vowel Lotto". These games help to teach various phases of spelling.

2. The "Group Sounding" or "Listening Games". This is played like bingo, but it teaches thirteen steps in sounding out a word.

3. The Fish Bowl.

a. A good test for recalling familiar words written on fish cutouts. Pupils fish. If the pupil can pronounce word on fish cutout it is his.

4. Pictures. The teacher uses pictures to represent the words the class has mastered. The child recognizes pictures and spells word represented.

B. Provide ditto work.

1. The teacher makes a list of words mastered, leaves out a letter in each one. Pupil supplies it.

2. List words with identical final consonants. Have pupil supply.

3. Scramble simple words mastered. Have pupils re-arrange in proper sequence.

4. Have two rows of identical lists. Have pupils match.

C. Have child remain at blackboard as long as he is able to write words teacher gives out orally to other pupils.

D. "Taps". Pupils put heads on desks. Teacher softly taps on desk of chosen pupil with pencil.

E. "Disappear". Pupils put heads on desks. Chosen child then erases one word. Children raise head. Try to remember which was erased.

F. Functional Practice

This is a most important step. Provision should be made for pupil to write some necessary material every day, such as notes to other classrooms, invitations and thank-you letters.

LANGUAGE

I. Objectives

A. To develop conversational patterns.

B. To recognize sentence, phrase, word structure patterns.

C. To begin rudimentary use of punctuation and capitalization.

D. To write functional letters, such as invitations.

E. To begin some grammatical concepts, such as nouns and verbs.

II. Content

A. Use basal texts. This will serve as guide for areas of study.

B. Use much oral material.

III. Methods

A. Conversational patterns

1. Discuss news and weather daily.

2. Discuss some television programs, direct listening to better programs.

3. Have newspapers, discuss pictures, particularly sports which might appeal to boys.

4. Create role playing.

B. Use sentence construction

1. Use materials which call for sentence answers.

2. Have children reply in sentences. Develop teacher habits of replying in complete thoughts.

C. Punctuate.

1. Learn to use period, question mark, exclamation mark, although they may not be so named.

D. Capitalize

1. Begin sentences with capitals.

2. Write proper nouns with capitals, such as names of people and places.

E. Write letters.

1. Find excuses for writing practical letters once a week.

2. Correspond with other classes, so that children receive thrill of receiving letters.

WRITING

Complicated scrolls, drills, and perfection in the formation of letters are not within the mental reach nor the patience of the EMR child. These children should be taught how to form each letter. Use the letters in words. Apply pupil ability to write when need arises or for his own self-gratification.

I. Objectives

A. To maintain physically good, comfortable posture.

B. To have pupil hold pencil properly, or as properly as a physical condition will permit.

C. To learn basic Palmer writing strokes.

D. To form letters correctly.

E. To move from left to right across paper.

F. To move from one line to next as need arises.

II. Content

A. Master basic manuscript letters, small and capital.

B. Form cursive letters.

C. Connect letters to make words.

D. Use basal texts.

III. Method

A. Achieve correct sitting position.

1. Have shoulders erect, slightly forward.

2. Push hips back in seat.

3. Flatten both feet on floor.

4. Place both forearms on desk.

5. Have paper directly in front, straight on desk for manuscript, angled for a child with provisions for left-handed pupils.

B. Position hand correctly.

1. Turn palm of hand down so that wrist is almost flat but not touching desk.

2. Hold pencil about an inch above point between thumb slightly bent and the side of the second finger near the base of thumbnail.

3. Place first finger lightly on top of pencil about one inch from point.

4. Keep a "back window" open on outside of hand.

5. Make "runner" of two little fingers, use these runners to carry hand along.

6. Align pencil so that it points toward shoulder of writing arm.

7. Rest other forearm on desk, palm downward.

8. Move paper up with thumb as writing progresses.

C. Provide for EMR pupil

1. A large soft pencil or chalk should be used in the earlier stages. Change to regular size pencil as progress demands. Large paper with wide lines should be used until the child is able to control his muscular coordination.

2. Much chalkboard work should be used before starting with paper and pencil. At the chalkboard the teacher may guide the child's arm through the motions, making it as large as the child's arm will allow. This type of exercise uses the large arm muscles and produces a feeling for the form of the letters. The teacher may also guide the child in writing the letters in a flat pan of clay. The child should repeat the letters or words verbally as he traces and retraces.

3. Another means of helping the child to remember the letter is to paste cutouts of the letters, made from different materials on small cards. Since a rouch surface will be more easily remembered than a smooth one, sandpaper could be used. The child is taught to trace over the letter forms with his forefinger. This would be especially helpful to a child whose vision is impaired.

4. After the child has learned to sit correctly and use chalk or pencil, he is now ready to begin exercises to develop writing skill. The teacher may stand behind the desk and take hold of his hand and lead his hand through large movements of straight lines, circles, and eventually letter forms.

5. For the child who has already mastered these tracing movements the teacher may now introduce formal writing.

D. Teach stroke method.

1. Teach the following parts of each letter.

a. Begin stroke on line.

b. Learn various heights.

c. Perfect proper width.

d. Slant at proper angle.

e. End with an up stroke.

f. Space evenly between letters.

g. Let children feel their own need for speed.

E. Teach letter or similar stroke formations.

1. Group small letters.

a. Form round groups.

b. Stroke tall group evenly.

c. Undercurve beginning, e, i, j, u, w.

d. Point top of letters: s, n, t, p.

SOCIAL STUDIES

Real experiences are more meaningful to all children, particularly so to an EMR. It is suggested that as many trips and actual experiences accompany classroom study as possible. These experiences will not be dull with repetition.

Parents and members of the community will be cooperative about coming to class to explain or show displays.

In the ungraded situation of an EMR classroom the Social Studies content should proceed from the study of the immediate need and environment. It is also important to remember that Social Studies Units may evolve spontaneously from a suggestion of interest by one or more of the children. The teacher should be quick to take advantage of these situations.

I. Objectives

A. To familiarize the child with ideas of what has taken place in his world.

B. To have a class project wherein all ages and levels of achievement in the class may learn and work together.

C. To encourage each child to participate democratically in classroom projects.

D. To help the child build up some concept of "past", "present", and "future".

E. To use the words and pictures on the wall frieze for vocabulary, spelling, writing, and counting.

F. To have each child improve in the areas of selecting, cutting, pasting, and arranging materials.

II. Content

A. Learn and observe qualities about self, family, and environment.

B. Study school environment.

C. Familiarize child with community helpers.

D. Compare means of transportation

E. Study United States communications.

F. Study and compare diets of the world.

G. Enjoy a study of pets and animals.

H. Explore the plant world.

I. Explore the universe.

III. Methods

A. Use basal texts and supplementary readers.

B. Select pictures for wall frieze.

C. Select pictures for the individual use in scrapbooks.

D. Orientate pupils for arranging items in order.

E. Discuss things together as a group.

F. Learn to find answers in books.

G. Guide children to suggest questions they would like to have answered.

H. Make charts of stories, told by child.

I. Assign each child a task.

J. Show child where to find information.

K. Make charts of pertinent vocabulary.

L. Show films, filmstrips.

M. Make films, photographs of children.

N. Use records.

O. Coordinate other subject to arouse interest in basic studies.

ARITHMETIC

I. General Objectives

A. To teach number concepts which will be useful to the child.

B. To be able to handle numbers in a realistic situation.

II. Content

A. Teach his telephone number.

B. Teach address.

C. Help child to understand his age.

D. Teach the meaning of simple arithmetic vocabulary.

E. Reteach an understanding of written numbers one to ten.

F. Count and recognize numbers one to one hundred.

G. Teach time of day, year, month.

H. Teach to use the terms relating to weights, directions and size.

I. Use the number of the days on the calendar.

J. Add and subtract two digit numbers.

K. Participate in some simple buying experiences.

III. Methods

A. Use a great number of readiness objects.

B. Reteach and reinforce learning concepts constantly.

C. Begin with concrete objects.

D. Use spatial concepts necessary for everyday living.

E. Deal with quantities children might come into contact with.

F. Count the number in class, total, by sexes, etc.

G. Count the number who plan to eat in the cafeteria.

H. Count the number of pennies, nickels, and dimes in the lunch money.

I. Point to the time of day on the clock, read it.

J. Point to and read the day on the calendar.

K. Mark the day on the weather chart.

L. Count the correct number of chairs needed for the room.

M. Take the attendance record, count the number present and absent.

N. Count the number of windows, pictures, etc.

O. Have children put large books on the third shelf; the small books on the top shelf, etc.

IV. Games

A. Say nursery rhymes. Select the ones with numbers.

B. Have a come and count table where objects are spread out.

C. Prepare a grab bag of objects to count.

D. Use number lines, counting frames, and pegboard.

E. Play number Lotto.

F. Use primary number cards.

G. Show cards with objects grouped on them.

H. Do much art work with objects. Count objects made.

I. Use flannel board.

J. Provide a place value box.

K. Use counting blocks.

L. Use flash cards.

M. Develop counting games using time.

N. Write figures with different color crayons.

O. Make a number train.

P. Fold circles, squares, triangles.

Q. Fold paper into halves, thirds, quarters, etc.

R. Have a store where buying situations may be practiced.

HEALTH

An intensive course in personal health cleanliness and health standards should be part of the teacher's daily ritual. A neat personal appearance can do much to overcome public apathy toward the EMR child.

I. Objectives

A. To teach basic personal health habits.

B. To encourage participation in play.

C. To create the desire for better health habits at school and home.

D. To encourage safety practices.

E. To develop an awareness of the value of nutritious foods.

F. To emphasize the need for exercise, rest, and sleep.

G. To create the desire for good posture.

II. Content

A. Provide facts of nutrition.

1. Show value of food.

2. Stress the need for three well-balanced meals a day.

B. Take care of the body.

1. Practice personal cleanliness.

2. Care for teeth.

3. Care for hair.

4. Wear proper clothing for weather and activity.

5. Get proper amount of sleep and rest.

6. Practice good posture.

7. Take proper exercise.

C. Prevent communicable diseases.

1. Ventilate room correctly.

2. Use handkerchief when needed

3. Wash hands before eating.

4. Keep hands and materials away from mouth.

D. Practice safety.

1. Obey safety rules, street, school, home.

III. Methods

A. Be an example through the proper use of good health habits.

B. Demonstrate by morning inspection.

C. Display good health charts.

D. Provide comfortable, healthy working area.

E. Practice cleanliness with materials in the classroom.

F. Provide physical activity.

SCIENCE

I. Objectives

A. To develop awareness of the surrounding world.

B. To broaden child's horizons.

C. To prepare him to live with and in an increasingly scientific world.

D. To develop ideas of conservation.

II. Content

A. Use basal texts.

B. Collect numerous, inexpensive, good materials on Science.

C. Use the natural world: the campus, plants, animals, sun, atmosphere.

D. Conduct simple science experiments.

E. Study ways children can practice conservation.

III. Methods

A. Use nature walks often. Look for a particular marvel on each walk.

1. Observe different kinds of grasses.

2. Look for different varieties of trees.

B. Perform simple science experiment.

1. Taste different properties: sweet, sour, etc.

2. Watch materials dissolve, or not dissolve in water.

3. Collect and notice differences in rocks, leaves, etc.

4. Conduct experiments with air.

C. Conserve our resources.

1. Teach children respect for animals.

2. Teach children the value of plants and animals to our existence.

3. Develop an awareness of th importance of water to our life.

ARTS AND CRAFTS

I. Objectives

A. To present opportunities and encouragement to use arts and crafts as a means of self-expression and individual response.

B. To develop a program of arts and crafts in which emphasis is placed on motor forms of training.

C. To develop an arts and crafts program in which all children may enjoy manipulative experiences, regardless of lack of coordination.

D. To develop and use an arts and crafts program correlated with areas of study.

E. To develop an arts and crafts program which will create a desire for the useful and the beautiful.

F. To present an arts and crafts program which will develop with the child a desire for neatness, accuracy, and skill in his work.

G. To utilize the program to promote personal satisfaction in handicrafts and pride of ownership.

H. To utilize the arts and crafts program to improve the child's understanding of cooperation, socializing and sharing.

I. To utilize the program to develop habits of orderliness, care of materials.

J. To develop an arts and crafts program which will provide the child with skills which may be the beginning of a future trade.

II. Content

A. Use crayons, scissors effectively.

B. Use paints to develop creative spark.

C. Use any materials which will foster creativity.

III. Methods

A. Design with crayon.

1. Color within lines.

2. Fold paper with piece of yarn in fold. Move string and as string moves color with different colors. This will produce modern design.

3. Use dark crayons to outline shapes and designs.

B. Paint with finger paints.

1. Provide finger painting to prove an outlet for energy.

C. Use a sand table.

1. Teach geometric designs, numbers, letter formation, creative play with designs in the sand.

D. Tear and cut paper.

1. Cutting and tearing paper provides fun and opportunities for creativity. A cheap source is the daily newspaper.

2. Fold and tear geometric shapes.

3. Fold and unfold paper to achieve idea of fractional parts of a whole.

E. Construct with paper.

1. Utilize scraps of construction paper. Create mosaics.

2. Utilize scraps of materials. Have children add to scrap with original drawing.

3. Construct a bird. Cut five strips of paper lengthwise. Use a variety of colors. Staple together two inches from one end. Cut into a point. Open point to make head and mouth. Draw eye and beak. Hold the top strip straight. Each successive strip is slipped in to form the bird's body. Staple. Cut strips inward from the end of the tail to represent feathers. Cut strips horizontally across the page of construction paper for wings. Staple in place. Cut to represent wing. Curl feathers on a pencil by rolling.

4. Make a windmill. Make a square. Cut four times toward center. Fold into to center. Stick to pencil or stick with a pin.

5. Fold hats. Soldiers hat may be made by folding a rectangle in half and stapling short ends. A half circle will make a conical hat.

6. Make a Japanese lantern by folding one-half of a single sheet of paper. Cut in from folded edge. Open. Form a circular shape and staple.

7. Make paper chains. These may be used as bracelets. Cut strips. Paste together in circular form.

F. Create with block painting.

1. Cut a potato horizontally in half. Make a design with a fork. Pour poster paint into shallow bowl. Dip potato into paint which has been poured into shallow bowl.

G. Make ceramics.

1. Let the children pat a piece of clay into a smooth circle. Press hand into clay. Write name and date on it. Dry. Paint. Fire.

H. Provide art for special days.

1. Use paper doilies to make valentines. Place red hearts on them.

2. Use paper fluted baking cups for Easter baskets. Paste strip of paper around rim to keep stable. Make handle of pipe cleaner. Add green grass and eggs.

3. Have a season tree. Base or trunk provides wonderful change of leaves from green to brown.

4. Make wastebaskets out of boxes. Color designs on them. Match boxes may be decorated for pill boxes. Larger boxes for jewelry.

I. Stitch a picture.

1. Cut shapes from construction paper. Or cut pictures from magazines. Paste on cardboard. Punch holes around edge of design. Stitch with colored yarn.

J. Stuff a toy.

1. Stuffed toys may be made from socks. Use the

upper rib, four or five inches. Cut rest and plait. Stuff upper half with nylon stocking. Stitch openings. Make designs on stuffed part.

K. Use clay and play dough.

1. Develop coordination with these materials. Develop concepts of push, pull, squeeze, pinch, roll, etc.

L. Make fringe.

Dresser scarves, napkins, place mats may be made by cutting materials proper size and shape leaving about a half-inch leeway. Pull threads to fringe.

MUSIC

I. Musical activities for social development

A. Songs

1. "Polly-Wolly-Doodle", p. 27, Shirley Temple Song Album.

a. Select five or six children to sing the verses and have all the class to sing the chorus.

2. "Dixie Land", p. 14, Sing Sociability Songs.

a. Have students to clap their hand while singing the chorus.

3. "My Bonnie", p. 34.

4. "Good Nigh, Ladies", p. 36.

a. Let boys sing this song while girls hum.

5. "Peanut Song", p. 44.

6. "I've Been Working on De Railroad", p. 52.

7. "Little Pig", p. 112.

a. The tune to this song is the musical scale up a note to each line. Have children to come down the scale on the words "oink". Have everyone shout "pork chop" at the end.

8. "Hello, Hello", p. 113.

a. Divide students into 4 groups each singing one "Hello" and holding it through to the completion of the full chord.

9. "The More We Get Together", p. 27, Sing and Dance.

10. "Old Mac Donald Had a Farm", p. 119.

a. Children could dramatize this song.

B. Rhythm activities and singing games.

1. Songs (rounds)

a. "Row, Row, Row Your Boat", p. 120.

b. "Are you Sleeping", p. 121, Sing Sociability Songs.

c. "Three Blind Mice", p. 121.

d. "Sweetly Sings the Donkey", p. 120.

e. "Black-eyed Susan", p. 121.

i. This song is sung to the tune of "Are You Sleeping".

2. Rhythm and singing games

a. "Oh! Susanna", p. 30, Sing and Dance

i. This is a good mixer which is simple.

b. "Paw Paw Patch", p. 39

c. "Push the Business On", p. 40

d. "Bingo"

i. This game offers an excellent means of teaching "Grand right and left" to children.

ii. This is a good game to use in teaching students the difference between right and left.

e. "Pop, Goes the Weasel", p. 69.

f. "Skip to My Lou", p. 79, Rime, Rhythm and Song

3. Rhythm band

Use a lively recording of band music and let the children play their instruments in time to the music.

II. Music for stimulation

A. Songs

1. "Big Train Ride", p. 18, Play and Sing

   a. Children can be chosen to be the train. One for the whistle. They stand in line with hands on each other's shoulders. Remainder of children stand in a circle. Train moves about inside the circle to a choo choo rhythm. The first child is the train stops in front of a child in the circle. The child climbs aboard and the train moves on again.

   b. A sliding movement of the feet makes good rhythm response suggestive of train sounds.

   c. Child chosen to be the whistle makes the sound of the train whistle every time the train starts up.

2. "The Happy Pumpkin Song", p. 19.

3. "Dance Little Snow Flakes", p. 7.

   a. Have children representing snow flakes sing, then dance. After singing the second verse, have snow flakes to pretend to fall asleep on the floor.

4. "Swing Ride", p. 5.

   a. Have couples join hands and sway sideways, left to right, in rhythm as they sing. On the word "up" raise hands above head, lower on word "down".

5. "Our Food", p. 26, Rime, Rhythm and Song

B. Rhythm Band

Play a lively recording and have students play forming different sections similar to an orchestra.

2. Recordings for rhythm band.

   a. "Elfin Dance" Grieg, RCA, Listening Activities, Vol. II.

   b. "March Grotesque", RCA, Rhythmic Activities, Vol. 4.

   C. "Butterfly Dance", RCA, Music of American Indians.

C. Listening

1. "Toreador Song", Bizet, RCA

2. "The Witch", Tschaikowsky, RCA

3. "Patriotic Songs", RCA

4. "March" - "Nutcracker Suite" by Tschaikowsky, RCA

   a. Try to get the children to hear and imagine the activity that takes place as they hear the music.

   b. Have the children tell what they imagined while listening to the music.

5. "Dance of the Chinese Dolls", RCA, Listening Activities, Vol. IV.

6. "The Tailor and the Mouse", Album 3-A, RCA

7. "Tarantelle", RCA

III. Music for improving means of communication

A. Group singing

1. Songs

   a. "The Do-It Song", p. 36, Rime, Rhythm and Song

      i. Have students to follow the directions of the song.

   b. "The Tugboat, p. 46

      i. Choose one child to be the "tugboat" and several children to be "barges" which the "tugboat" will pull. The "tugboat" child may shuffle his feet to imitate the "chug! chug! sound while he bends forward as though pulling a heavy load. Line up barges behind the tugboat.

   c. "Newsboy", p. 53.

      i. Allow one child to give the "newsboy call" while others are singing the song.

d. "Traffic Light", p. 57.

i. A few children could dramatize this song.

ii. This is an excellent song for teaching safety.

f. "Dixie Land", p. 14, Sing Sociability Songs

B. Rhythm Games

1. Christmas Song and Dance, p. 19

a. This is a good program game

b. "Looby Lou", p. 25

IV. General Materials

A. Rhythm instruments - complete set

B. Books

1. Rime, Rhythm and Song, Hall and McCreary Co., Chicago

2. Play and Sing, Hayes School Publishing Co., Wilkinsburg, Pennsylvania

3. Shirley Temple Song Album, Sam Fox Publishing Co., 11 W. 60th Street, New York

4. Sing Sociability Songs, The Rhodeheaver Co., Winona Lake, Ind.

5. Sing and Dance, Schmitt, Hall and McCreary Co., Minneapolis, Minn.

C. Records

1. "Toreador Song" Bizet, RCA

2. "The Witch" Tschaikowsky, RCA, Patriotic Songs, RCA

3. "March" from the Nutcracker Suite by Tschaikowsky, RCA

4. "Dance of the Chinese Dolls" RCA, Listening Activities, Vol. IV.

5. "Elfin Dance", Grieg, RCA, Rhythmic Activities, Vol. 4

6. "Butterfly Dance", RCA, Music of American Indians.

SECONDARY

READING AND SPELLING

I. Objectives

A. To develop the ability to recognize specific sounds.

B. To develop the ability to listen.

C. To develop the ability to enunciate clearly.

D. To develop the ability to recognize rhyming words.

E. To develop the ability to complete rhyming words.

F. To develop the ability to recognize details, likenesses, in pictures.

G. To develop the ability to read sentences, proceed to paragraphs.

H. To read with as much mastery and fluency as possible within the child's mental limitations.

I. To obtain meaning from material read.

J. To enjoy reading.

II. Content

A. Teach consonant sounds.

1. Develop ability to hear words which begin with same initial consonant.

2. Develop ability to name words with same initial consonant.

3. Develop ability to hear and name final consonant sounds.

4. Develop ability to pronounce words through use of context clue.

5. Develop skills to form plurals.

6. Teach prefixes and suffixes.

7. Teach skills to change final consonant to make new words.

8. Develop the ability to recognize consonant blends.

9. Develop the ability to use initial and final digraphs in sentences.

10. Develop the ability to hear and spell words which have different consonants sounds: soft c, hard c, soft g, hard g.

B. Teach Vowels sounds.

1. Develop the ability to recognize and use long and short sounds of vowels.

2. Develop the ability to recognize vowel digraphs: ay, ie, oa, etc.

3. Teach the ou and ow sounds.

4. Teach the oi and oy sounds.

5. Teach the vowel sounds which are governed by r.

III. Methods

A. Use familiar sounds to teach phonics.

1. Discuss familiar sounds: classroom, playground, home.

2. Discuss sounds made orally: crying, laughing, crying, yawning, singing, and whistling.

3. Discuss "noise": alarm clocks, whistles, sirens.

4. Discuss sounds made when objects are struck: metals, woods, stones, solids, hollow materials, etc.

B. Rhyme words.

1. Learn nursery and nonsense rhymes.

2. Play rhyming games.

C. Use visual discrimination.

1. Recognize forms, squares, circles, triangles, which are exactly alike.

2. Recognize pictures, proceed to letter shapes, and words.

D. Develop concept of initial consonants.

1. Pronounce words which begin with same initial consonant.

2. Name other words which begin with identical consonant.

3. Introduce each new initial consonant sound through the use of a familiar word.

4. Use much interesting material to develop consonant sounds. Pictures are excellent.

5. Have children make their own consonant scrapbook.

6. Have a class chart-book of consonant sounds.

E. Develop skill in hearing and spelling final consonants.

1. Have children pronounce words which have same final consonant sound.

2. Have children think of and supply words which have same final consonant sound.

3. Let children see letter which is being discussed.

4. Give children consonant cards. Hold up proper letter for final consonant sound.

F. Learn suffixes and prefixes.

1. Prefixes: be, re, de, en, in, on, en, un, pro, pre, per.

2. Suffixes: s, es, ing, ment, ous, ious, ance, ant, ent, tion, ive, ave, ness, able, ible, al, el.

3. Spell and make new words with prefixes, suffixes.

G. Progress to teaching consonant blends for reading improvement and spelling progress.

1. Teach: bl, cl, fl, gl, pl, sl, st.

2. Teach: br, cr, dr, gr, pr, tr.

H. Progress to initial and final digraphs.

1. Introduce digraphs orally. Give much oral practice.

2. Learn spelling of digraphs and sounds: ch, sh, th, wh.

I. Develop the short sounds of each of the vowels.

1. Learn basic rule: one vowel in syllable in the middle, vowel is usually short.

2. Learn that short sound of a is pronounced as the a in apple.

3. Identify the short e with the word, egg.

4. Learn the short i as the i in ink. Y is sometimes i.

5. Learn that short o can be identified with the o in ostrich.

6. Learn that short u sounds as the u in up and cup.

J. Learn the long vowels.

1. Memorize some basic rules.

a. Learn that if there are two vowels and the last is a final e, the first vowel is usually long.

b. Learn that if there are two vowels together, the first one is long and the last is silent.

2. Know that long vowels are pronounced as the letter.

a. Recognize that y may sometimes be a long vowel.

K. Recognize special vowel sounds.

1. Distinguish between oo as in booth and book.

2. Learn sound of oi and oy. Spell oi in the middle of a word and oy at the end.

3. Spell ay and ai as long a. Spell ai in the middle of a word. Use ay at the end.

4. Learn the sounds of the vowels when governed by r.

L. Recognize the basic root words.

M. Recognize the basic words in compounds: airport, bluebird, etc.

N. Learn rules for dividing multisyllable words.

1. Divide the following pattern: vowel-consonant-consonant-vowel between the consonants.

O. Divide the vowel-consonant-vowel pattern after the first vowel.

P. Learn that prefixes and suffixes are separate syllables.

LANGUAGE

I. Objectives

A. To help child adjust to life situations with social ease.

B. To learn basic rules of behavior.

C. To develop ability to communicate with people.

D. To develop ability to observe, listen, and draw conclusions.

E. To understand structure of oral or written conversation: the word, the phrase, the sentence, the paragraph.

F. To know how to begin and end a sentence: capitalization and punctuation.

G. To progress to other punctuation if able: commas, hyphens, etc.

H. To understand nouns, common and plural, and their uses.

I. To understand verbs, action, being, and helping, and their uses.

J. To distinguish words which serve as adjectives.

K. To recognize words which serve as adverbs.

L. To progress with parts of speech and their function as individual pupil is able.

M. To familiarize pupils with dictionaries, their functions and their helpfulness.

II. Content

A. Provide much oral discussion.

B. Teach basic rules of behavior.

C. Teach basic parts of sentence: subject and predicate.

D. Teach structure of paragraph.

E. Teach basic capitalization.

F. Teach rudimentary punctuation.

G. Teach children to recognize nouns.

H. Teach children to use verbs correctly.

I. Teach other parts of speech as needed.

J. Teach dictionary skills.

III. Content

A. Provide much oral discussion.

1. Communicate among pupils, pupils and teacher.

2. Practice telephone conversations.

3. Visit places where children must express themselves.

4. Have visitors come and exchange conversations with students.

B. Learn basic rules of behavior.

1. Provide comfortable classroom rules.

A. Enlist children's help in perfecting them.

2. Provide simulated behavior situations.

a. Discuss relationships between children and adults.

b. Discuss behavior in places: shows, bowling alley, stores, on telephone.

c. Provide eating situations where basic table manners may be used. Assign children responsibility for table, table settings, and manners.

d. Provide for much role-playing.

C. Have children learn basic parts of a sentence.

1. Place a verb in every sentence.

2. Place a noun in every sentence.

D. Learn the structure of a paragraph.

1. Have a central thought in every paragraph.

2. Have a paragraph deal with one subject.

E. Learn necessary capitalizations.

1. Begin every sentence with a capital.

2. Begin people's names, cities, states, and countries with capitals.

3. Learn other rules, titles of books andrespect.

F. Teach punctuation.

1. End every sentence with some form of punctuation.

2. End sentences with periods. Practice making oral statements, Proceed to written statements.

3. End question sentence with question marks. Use inflection of voice to show question.

4. Use a series of words orally to show short pause. Teach use of comma. Proceed to written examples.

G. Teach children to recognize nouns.

1. Name objects around them.

2. Name foods.

3. Name toys.

4. Proceed to writing nouns.

5. Practice finding nouns in sentences.

H. Use verbs.

1. Perform actions verbs: run, walk, sit, etc.

2. Pick out action verbs in conversations.

3. Learn meaning of verbs of being.

4. Memorize helping verbs.

5. Use in sentences.

6. Recognize in sentences.

I. Teach other parts of speech.

1. Teach adjectives and their function.

a. Describe nouns orally.

b. Make lists and charts of nouns, describe nouns with adjectives.

c. Use antonyms and synonyms.

2. Learn to recognize adverbs and their function.

a. Find verbs enhance meaning with adverbs.

b. After much oral discussion, proceed to written.

3. Teach other parts of speech as children are able to absorb.

a. Conjunctions are frequently used, and few in number.

J. Teach children to be familiar and at ease with dictionaries on their levels.

1. Teach alphabetization.

2. Teach skill of finding a word meaning in a dictionary.

3. Teach skill of checking for spelling.

ARITHMETIC

I. Objectives

A. To teach and develop practical concepts and skills in four fundamental processes of addition, subtraction, division, and multiplication.

B. To develop those concepts which will be most helpful in the lives of the mentally handicapped.

C. To have pupils spend time on simple problems met in every day living.

D. To require neat, orderly arrangement of work.

E. To review and repeat as necessary basic concepts from year to year.

II. Content

A. Count the following patterns.

1. Count to 100 by 1's.

2. Count to 100 by 10's.

3. Count to 100 by 5's.

4. Count to 100 by 2's.

5. Count to 30 by 3's.

6. Count to 20 by 4's.

B. Read andwrite numbers.

1. Read and write house numbers, pages in a book, streets numbers, and telephone numbers.

2. Write spelling of number to one hundred.

3. Read number to five hundred.

C. Teach value and use of money.

1. Recognize and comprehend value of a penny, nickel, dime, quarter, half dollar, dollar.

2. Make change.

3. Know the dollar and cent signs.

D. Teach addition.

1. Teach one hundred addition combinations.
2. Teach addition of two-place numbers.
3. Teach simple columnar addition.
4. Teach idea of carrying.

E. Teach subtraction.

1. Subtract combinations of one hundred facts.
2. Subtract in two place situations.
3. Subtract with figures which require three place situations.
4. Teach borrowing. Begin with one step borrowing.

F. Teach multiplication.

1. Teach children to count by five, two, and by ten.
2. Teach children tables through six.
3. Teach simple carrying.
4. Master tables beyond six as children are ready.

G. Teach division.

1. Teach in an oral situation first.
2. Divided with no remainder.
3. Proceed to division with remainder.
4. Use two place divisor if child or children can master.

H. Develop concepts of weights and measures.

1. Learn simple measures: yard, ruler, foot, inch, pound.

I. Increase concepts of arithmetic vocabulary.

J. Develop use of ordinals.

K. Develop concept of time.

III. Methods

A. Use concrete materials relating to child's daily life.

1. Count children present.

2. Count lunch money.

3. Use flannel boards and flannel pieces to master addition, subtraction, multiplication, and division facts.

4. Use peg boards, an abacus, number lines.

5. Use many commercial materials relating to fractions.

6. Use the telephone directory, daily newspaper, calendar.

7. Use television and radio.

8. Have clocks available.

9. Have actual measuring utensils available for study.

B. Drill in a meaningful and practical manner.

C. Correlate meaningful number situations with other subjects.

HEALTH

There is no reason why the general content of health education should be different for the retarded child from the intellectually normal child. Good health is the aim for all. An outward appearance of being wellgroomed is more necessary for the EMR child. Good health based on proper nutrition and sufficient exercise is a prime necessity for the child.

I. Objectives

A. To maintain good bodily health.

B. To promote good emotional, social, and mental health.

C. To develop daily bodily health care which will become adult habits.

D. To promote a feeling of pride and confidence in appearance.

E. To understand what nutritional needs are and why.

F. To understand personal limitations and use advantages to fullest.

II. Content

A. Provide healthy, safe, achieving physical exercise.

B. Teach good grooming.

1. Teach rudiments of personal grooming.

2. Teach care and selection of clothing.

3. Encourage good posture while standing and sitting and walking.

C. Teach necessity of cleanliness when handling food.

1. Wash hands before fixing food.

2. Clean and prepare food in clean surroundings.

3. Cook food long enough for germs to be sterilized.

D. Teach rudimentary knowledge of diseases.

1. Isolate children with communicable diseases.

2. Protect others from a pupil's common cold.

3. Recognize symptoms of measles, chickenpox, mumps.

4. Learn how immunizations can help.

E. Teach the basic seven groups of food.

1. Learn someproteins and their use to the body.

2. Learn importance of carbohydrates and their functions.

3. Learn the use of fats and their functions.

III. Methods

A. Provide balls, ropes, bats, etc. for physical exercise.

1. Plan a directed activity for each day.

B. Use directed activities of physical exercise to strengthen weak muscles and develop coordination.

1. Preplan any physical disabilities. Consult child's doctor.

C. Improve child's grooming.

1. Initiate pride in appearance.

a. Have mirror in room, preferable full length.

2. Have daily self-inspection in mirror.

a. Have child appointed as monitor for class inspection.

3. Stress need for daily bath, clean nails, clean hair.

a. Study magazines for examples of cleancut wellgroomed youngsters.

b. Have students from barber colleges and beauty schools talk to children.

c. Have contests in good grooming.

d. Prepare separate unit on care of teeth.

1. Stress need for dental attention twice a year.

2. Stress need for proper nourishment to preserve teeth, particularly milk.

3. Stress need for daily care to prevent cavities.

SCIENCE

We live in an increasingly complex world built on scientific inventions and discoveries. An EMR child who is to live in the community must have some understanding and appreciation of science.

I. Objectives

A. To develop an appreciation for common wonders.

B. To acquire a basic understanding of common elements.

C. To increase knowledge of the surrounding world.

D. To live in a scientifically dominated world.

II. Content

A. Study plants and animals.

1. Note differences in sizes, varieties, and shapes.

2. Note conditions necessary for survival of different living creatures and plants.

3. Teach facts related to plants.

a. Teach the purposes andfunctions of stems, flowers, root, leaves, and seeds.

b. Teach the usefulness and aesthetic value.

c. Teach concept of plant breathing, value to man.

d. Teach conservation of plants.

4. Teach facts related to animals.

a. Teach ways animals obtain food.

b. Teach specialization of animals.

c. Teach children to note differences in animals and specialization of the parts of an animal's body.

d. Teach facts about animal's relationship to their young.

e. Teach forms of water life.

f. Teach methods on conserving diminishing wildlife.

B. The universe

1. Develop concept of the shape of world.

2. Teach a simple understanding of the relationship of the earth, stars, moon, sun, and planets.

3. Teach an understanding of the simple law of gravity.

4. Develop an understanding of the complex relationship which exists between the land and water.

5. Develop understandings of light and dark.

6. Develop understandings of climate and temperature controls.

7. Develop understandings of the relationship of the world to time.

a. Change created by movement of the earth from north to south.

b. Note calendar year and Leap Year.

8. Teach air and atmosphere units.

a. Teach properties of air.

b. Teach uses of air, importance to man to live.

c. Teach use of air as means of transportation

d. Teach effect of air on land and stone, erosion, etc.

e. Teach that air is a source of rain.

C. Familiarize the children with basic minerals.

a. Teach importance of silver, copper, iron, gold, aluminum.

III. Methods

A. Learn about plants and animals.

1. Plant seeds, bulbs, tubers.

2. Take field trips to observe different types and sizes of leaves.

3. Make leaf collections.

4. Make charts and booklets of animals, classifying them.

5. Visit zoos.

6. Have pet shop operator come with display of live animals.

7. Have veternarian talk about his work.

8. Keep feeding station for birds.

9. Observe life in terrarium and aquarium.

10. Collect and mount insects.

11. Examine plants and animals under a microscope.

12. Use film strips and movies.

B. Learn about our world.

1. Use magnets to show laws of gravity.

2. Make a planetarium.

3. Encourage children to make night observations at home.

4. Note slant of sun rays in school during the year.

5. Collect pictures of the different parts of the year.

C. Learn about minerals.

1. Collect and classify rocks.

2. Learn properties of basic minerals.

3. Relate minerals to part they have played in world's history.

ARTS AND CRAFTS

Mentally retarded children should be given training for the development of skills and interests in appropriate arts and crafts. Selection of activities should be made on the basis of the particular group or individual interests and needs, and on the facilities available in a particular community. It should furnish a means for self-expression, group participation, group approval or constructive cirticism, and in so doing lead toward better social adjustments and economic usefulness.

This word should be so motivated as to cause the children to be able to, anlto want to use the various media for deriving pleasurable and profitable experiences, from learning and practicing good work habits, following simple directions with others. Proper health and safety habits can and should be taught. The child should develop a degree of self-satisfaction and pride in his accomplishments.

Sequence of Skills	Suggested Activities
Use of crayons and chalk. Experiments and scribbles. Begins to do lone drawing. Begins to do color drawings. Pre-writing (directed drawing) Reproduces geometric figures Writes (later leads to use of pencil and pen and ink)	Child uses large sheets of newsprint and draws large. Use of color books for muscular control. Stencils of animals, toys and others, working to geometric and abstract shapes.
Tearing, cutting, folding and pasting. Shows crude undeveloped muscular coordination in early attempts at cutting, tearing, pasting, etc. Begins to show some coordination but efforts lack refinement. Efforts show more care and neatness. Finished product compares favorable with that of average.	Masks, paper-mache articles. Cutting out pictures for scrapbooks, charts, etc.

Sequence of Skills	Suggested Activities
Tempera painting Likes to daub with paint; uses fingers, sponge, rag, stick or other articles for the process. Manipulates wides, one-handled bristle brush, painting with water and color on a large surface; whole arm movement and few strokes resulting in crude outline. Shows no orderly space relationships. Begins to use more varied and rhythmic strokes; and masses of color. Exhibits intuitive sense of design in picture composition.	Experimentation with colors decorative design on articles for use or play. Combined efforts for production of murals, scenery, room decorations.
Finger Painting Explores the characteristics and possibilities of finger paint, likes to see it spill; squeezes it through fingers. Chooses one color for expression. Paint spread over wet surfaces offers free rhythmic movement of hand and arms. Enjoys unrestricted physical movement of fingers, hands, and arms. Creates designs on paper and applies to useful products.	Free rhythmic expression Finger painting to music. Construction booklets, folders, waste baskets, etc.
Modeling (Plasticene clay, wet clay, paper-mache) Plays with the material; beats it; pounds it. Explores possibilities by squeezing, kneading, pinching, picking it apart, and joining it together. Discovers that clay may be shaped by hand. Simple forms, usually non-realistic. Continues pulling	Sand table play. Paper-mache and clay rolling. Modeling of dishes and bowls. Clay figures of animals, people, and objects. Puppet heads, animals, people, etc.

Sequence of Skills	Suggested Activities
out details such as arms, legs, ears, and wings. Begins to create forms more recognizable as familiar figures or objects for story telling.	
Weaving, braiding, lacing, etc. Handles various kinds of yarns cord, fibers and cloth to feel their differences. Chooses and arranges combinations of materials and colors; pastes or tacks these in place. Chooses coarse fibers, sticks, or rags; weaves these into a color pattern. Assembles materials for useful articles. Finishes articles according to the craft. Makes use of articles in home or school environment.	Pot holders, place mats, baskets and trays. Costume accessories, scarves, purses, bracelets, and belts. Rugs.
Printing (stamping impressions) Dabbles in paint or printing ink. Transfers impression on paper or cloth. Develops a sense of repitition and pattern. Applies design to useful articles.	Designs with objects. Stencils and spatter prints. String prints. Stick printing. Simple prints. Designs on 1" squared paper.

Material Used	Activity
Paper Typing paper Construction paper in various colors Glazed paper Kleenex Wrapping paper Newsprint Newspaper Cardboard boxes Paper pie plates	Tearing Flowers Grass Trees Dolls Cutting Posters Folded borders Kleenex flowers
Water colors (tempera) Crayons	Paintings Crayolas-greeting cards

Material Used	Activity
Chalk Paste Scissors	Crayola etchings Chalk - murals, posters Finger paint - animals, flowers. Articles from paper plates, rocking horses, pot-holders, sandwich trays. Maps-Outline, surface features, political division, products. Mock motion pictures. Peep-shows.
Cloth and thread Scraps of thread yarn Cloth from rag bag Pieces of old sheeting Ordinary sewing thread Knitting yarn Crochet yarn Rug making thread Crochet needles Ordinary sewing needles Embroidery needles Stiff cardboard Board 12 x 4 x 1 for tufted rugs Square frames 12 x 12 for criss cross mats	Braiding Woven mats Criss cross mats Stocking - loop holders Tufted rugs Hooked rugs Dolls Simple useful articles as cup towels, aprons, skirts, shirts, dresses curtains Embroidering Crayon design on muslin or domestic and sacks
Soap	Carving
Clay	Free form modeling Small bowls Trays Coil Method Bowls Snakes Baskets Slab Pancakes Boxes
Reed	Weaving Baskets
Reed and Raffia	Wrapping and sewing Weaving and sewing Mats Baskets Hats

Material Used	Activity
Shells Scrapbooks	Designing, cementing objects decorating with shell-craft. Correlation with tool and subject areas Family Community helpers Common signs and labels
Mobiles	Decorations Balanced designs
Sawdust and wheat paste	Modeling Fruit Pumpkins Easter eggs

Suggestions for Utilizing Materials

Many so-called waste materials may aid the teacher who is without adequate art supplies. The following materials may be used to good purpose.

1. Round cans, boxes, and cartons, such as oatmeal, cheese, cookie, and coffee cans, are used to make tanks, silos, lanterns, drums, etc.

2. Orange crates are useful for making furniture (bookcases, stools, chairs) theatres, looms and moving picture boxes.

3. Cellophane can be used for windows and covering pictures.

4. Colored rags and silk stockings may be used to make rugs.

5. Old, clean tooth brushes and pieces of screen wire are used in making spatter paints.

6. Potatoes, turnips, old corks, spools, etc. can be carved and used as stamps in making block prints.

7. Old newspapers may be used to protect desks and to make masks or other papier-mache objects, and also to paint pictures. 'Old magazines - scrapbooks, lunch menu, seasons.

8. Burlap bags may be used as foundations for hooked rugs.

9. Old clean sheets and sugar or flour sacks may be used as material upon which to apply crayons, dyes, or block print.. designs for making pillow tops, wall hangings, etc.

10. Use large wall paper sample books on which to draw or paint, using wrong side.

11. Soft drink bottle tops can be painted and used to decorate costumes, such as armor, circus, robes, etc.

12. Old wrapping paper pasted together and painted (use dry powder paint) serves as scenery, and also to apint pictures.

13. Old felt hats and colored rugs may be used in making applique designs.

14. Old wire is useful in making costume dolls andpuppets.

15. Flat popcicle or orange wood sticks make good tools for clay work.

16. Corrugated paper may be used for columns or for log cabins andto paint on.

17. Square wood cheese boxes (painted)make excellent building blocks for primary grades.

18. Square cardboard cartons may be used to make waste paper baskets, puppet stage, playhouse, etc.

19. Old roller window shades are useful in making movies, paintings.

21. Use wrapping paper for murals and individual paintings.

22. Use cleaning bags for murals.

23. Gift wrapping paper, ribbons and bows for designs.

24. Painted newspaper (classified ad section) may be used for lettering with easel brushes and tempera paint.

25. Make animals from wads of newspaper and tape.

26. Decorate paper sacks to use as masks.

27. Scraps of cardboard, tablet backs, old posters, spools, boxes of all sizes and shapes may be used in the construction of toys, wagons, cars, trains, tractors, trucks, trunks, cradles, doll beds, chairs, furniture, houses, barns, churches, display peep shows, panoramas and for the construction of stage props.

28. Use egg crates for arrangements in designs.

29. Palm fibers may be used for weaving.

30. Ice cream cartons, obtainable in two or three gallon sizes from drug stores, may be decorated and used for waste baskets or laundry containers.

31. Pine cones make beautiful miniature Christmas trees.

32. Use all sorts of odds and ends of paper, button, wood, wire, cloth, leather, felt, etc., to emphasize textures in design. They may be used for abstract design and simple pictures.

33. Use old felt hats for dolls, applique, etc.

34. Use different kinds of seeds, grain, berries for beads or pictures.

35. Make jewelry, animals and pictures from shells.

36. Bookends may be made from wire coat hangers. Christmas wreaths also. Animals may be made when padded with newspapers.

37. Use sand for sand painting - color with powdered tempera.

38. Kleenex for flowers - assorted shades.

39. Melt odds and ends of crayons for coloring handmade candles or form new ones for different affects.

40. Save detergent bottles for most interesting vases.

MUSIC

I. Musical activities for social development

A. Songs

1. "The Band Played On", p. 53, Music for Everyone.
2. "The Sidewalks of New York", p. 12.
3. "I've Been Working on the Railroad", p. 30.
4. "Clementine", p. 34.
5. "Daisy", p. 40.
6. "For He's a Jolly Good Fellow", p. 82.
7. "The Quilting Party", p. 157.
8. "Wait for the Wagon", p. 157.
9. "Battle Hymn of the Republic", p. 12, Sing Sociability Songs.
10. "Dixie Lane", p. 14.
11. "Old Folks at Home", p. 25.
12. "My Bonnie", p. 34.

B. Rhythmic Activities and singing games

1. "The Virginia Reel", p. 72, Sing and Dance

   a. Directions for teaching the Reel are given on pages 72 and 73.

2. "Old Dan Tucker", p. 68.
3. "Pop! Goes the Weasel", p. 68.
4. "Good Night, Ladies", p. 77.
5. "The More We Get Together", p. 27.

   a. This song and game is a grand socializer. It is ideal for a class "opener".

II. Music for Stimulation

A. Songs

1. "Howdy Do", p. 113, Sing Sociability Songs.
2. "Dixie Land", p. 14.
3. "Seeing Nellie Home", p. 24.
4. "My Bonnie", p. 124.
5. "Oh Susanna", p. 41.

B. Listening

1. Recordings

a. "Viennese Waltz Favorites", Columbia 3R90289

b. "Gershwin Favorites", Columbia, SR 90290

c. "Sousa Favorites", Columbia SR90291

d. "Orchestral March Favorites", SR 90292

e. "Mahler - Symphony No. 4", PHM, 500-040

f. "My Fair Lady", Columbia OS2015

g. "The Music Man", Warner Brothers, BS1459

h. "The Brothers Four", Greatest Hits, Columbia CS8603

i. "Folk Songs", Sing Along With Mitch, Columbia CS8118

j. "The New Christy Minstrels", Columbia, CS 8672

III. Music for improving means of communication

A. Group singing

1. "Peanut Song", p. 44, Sing Sociability Songs
2. "I Whistle a Happy Tune", p. 14, The King and I Vocal Selection
3. "Getting to Know You", p. 26

4. "I Want to Be Happy", p. 8, Harms Hits Through the Years

IV. General Materials

A. Books

1. Music for Everyone, Remick Music Corp., New York, N. Y.

2. Sing Sociability Songs, Rhodeheaver, Hall-Mack Co., Winona Lake, Ind.

3. Sing and Dance, Hall and McCreary Company

4. The King and I Vocal Selection, Williamson Music, Inc., RKO Bldg., Radio City, N. Y.

5. Harms Hits Through the Years, Harms, Inc., New York, N. Y.

B. Recordings

1. "Viennese Waltz Favorites", Columbia, SR 90289

2. "Gershwin Favorites", Columbia, SR90290

3. "Sousa Favorites", Columbia SR 90291

4. "Orchestral March Favorites", SR 90292

5. "Mahler", Symphony No. 4, PHM 500-040

6. "My Fair Lady", Columbia OS2015

7. "The Music Man", Warner Bros., BS 1459

8. "The Brothers Four", Greatest Hits: Columbia, CS8603

9. "Folk Songs", Sing Along with Mitch, Columbia CS 8672

10. "The New Christy Minstrels", Columbia CS8672

VOCATIONAL EDUCATION

I. Objectives

A. To learn about each pupil's plans for the future and to guide him in selecting work to conform to his ability.

B. To develop an understanding and recognition of the dignity of all types of work.

C. To survey the community and locate available jobs.

D. To develop the pupil's abilities in the academic skills required.

E. To develop the pupil's social competencies.

F. To develop certain business skills.

G. To develop an understanding of the various laws and how they affect him.

H. To sell community employers: to encourage them to give the EMR a job.

II. Content

A. Teach types of work available in the community for EMR.

1. Make a survey of the available jobs.

2. Secure information about each job.

3. Evaluate each job in terms of pupil placement.

B. Prepare pupils.

1. Find out types of work members of the class are interested in.

2. Develop physical, educational, social, and personal traits necessary for these jobs.

C. Locate job openings.

1. Teach methods of locating jobs.

2. Teach ways of applying for a job.

D. Prepare EMR to succeed at job.

1. Maintain good physical health.

2. Develop the ability to maintain good relationships with people.

3. Teach responsibility for meeting the requirements of the job.

E. Plan to meet requirements of someone who might have a family business or family backing.

1. Select the right business and location.

2. Teach simple bookkeeping.

3. Teach to keep records.

4. Teach familiarity of laws applying to it.

F. Study laws regulating employment.

1. Note age of legal employment.

2. Teach ability to fill out Social Security card.

3. Teach rights of employers and employees, from a legal standpoint.

III. Methods

A. Locate the jobs in the community.

1. Have pupils answer the following questions.

a. How do I find out what jobs are available?

b. How do I find out what the duties of a job, hours worked, salary are?

c. How do I find out if there are chances for advancement?

d. What organizations should I, or must I, join?

e. Can I make a job choice in the community?

B. Approach the job applying with the following questions:

a. What help can I get from the state employment office? Where is it?

b. What help can I get from the private employment offices? Where are they?

c. How can I answer a "want ad"?

d. How can my friends help me?

e. How can I see the rehabilitation counselor?

f. How do I write a letter of application?

g. What is a personal interview? How do I get one?

h. What preparation should I make for a personal interview?

i. How do I fill out an application blank?

j. Bring in "want ads" and discuss them.

k. Thoroughly review and dramatize the above steps.

C. Keep the job once hired.

1. What health habits should you observe?

2. What ways can you use to maintain good relationships with people?

3. How can I know what my employer expects of me?

4. What is my responsibility to the company?

5. Will my teacher help me procure a Social Security card?

D. Study laws relating to industry.

1. What safety protections are there?

2. How will I know what benefits there are: vacations, retirement, health and accident insurance?

3. How will I know what labor laws apply to the job?

IV. Relate subject areas to this during pupils last year.

A. Use communication skills.

1. Read.

   a. Read "want ads", street signs, industrial signs, etc.

   b. Read application blanks.

   c. Read material on good grooming.

   d. Prepare charts on personal interview information.

   e. Read original paragraphs about interviews.

   f. Read labels and printed directions.

   g. Read maps of cities to seek job location areas.

   h. Read posters in places where you seek employment.

   i. Read directions on consumer goods.

   j. Develop a spelling vocabulary of words used on application blanks.

2. Write many kinds of information.

   a. Write letters of application.

   b. Fill out Social Security forms.

   c. Write sales slips.

   d. Write bank deposit slips.

   e. Write a list of your duties on a particular job.

   f. Write out receipts.

   g. Write checks.

   h. Copy charts developed about jobs.

3. Use language skills.

   a. Write a letter of thanks to any visitors.

   b. Practice using the telephone to get an interview appointment.

   c. Call a friend and let him know you are available for a job.

d. Practice answering a business telephone.

e. Practice giving information to a person over the telephone.

f. Give oral reports relative to jobs or certain businesses.

g. Write letters of application.

h. Write a paragraph about a visit to a place of business.

i. Make a list of qualifications you need to hold a particular job.

B. Arithmetic

1. Use problems involving amount of wages by day, week, month.

2. Learn about taxes at local, state and federal levels.

3. Learn ways of buying, cash, loans, installments.

4. Study wise use of income spending.

5. Discuss ways of saving, banks, government bonds, credit unions.

6. Study about different kinds of insurance.

7. Use graphs in preparing family budgets.

C. Health and safety.

1. Learn to be well-groomed.

2. Learn to be courteous at all times.

3. Learn the safety rules of the jobs in which you are interested.

4. Learn the kinds of health and accident insurance available to employees.

5. Learn what to do in an emergency such as a fire, accident on the job, or illness.

PRACTICAL SKILLS

I. Objectives

A. To help child become more self-sufficient.

B. To enable child to keep a better appearance.

II. Content

A. Teach girls to sew

B. Teach boys to handle simple tools.

C. Teach boys and girls to use materials to make objects of use and decoration.

III. Methods for girls.

A. Sew.

1. Sew by hand.

a. Learn simple stitch.

b. Learn simple embroidery work.

c. Progress to elaborate designs on tea towels, pillowcases, tablecloths.

d. Learn simple mending skills.

e. Learn to sew a button to a garment.

2. Operate a machine.

a. Make aprons, simple but attractive.

b. Make sleeveless, straight blouses.

c. Make circular one-piece skirts.

d. Put in zippers.

e. Makeheadpieces.

IV. Methods for boys

A. Work with wood.

1. Work with hands.

a. Hammer and saw wooden blocks to make simple furniture decorations or pieces.

b. Use a screw driver.

c. Learn to change a washer.

2. Make simple pieces.

a. Use precut wood to make birdhouses.

b. Learn to sand wood.

c. Learn to paint materials.

V. Participate in group activities for boys and girls.

A. Combine ceramic and plasterof paris classes.

1. Create original items and designs.

2. Glaze designs with simple "thru-coat" type of glaze.

3. Fire.

B. Molds

1. Many attractive molds can be made, purchased, and reused.

2. Use plaster of paris.

3. Coat with shellac.

C. Burlap stitchery kits.

1. Kits may be purchased with burlap materials and thread.

2. Designs may be traced on burlap by teacher or children.

MATERIALS

In some specific cases materials which have proven of value to applied EMR classrooms situations have been included in the subject area. There have been few materials designed, printed, or marketed solely for the EMR. Since this EMR pupil must function in a society which relies on more or less the same materials he then should be expected to familiarize himself with these materials. Materials which are standard requisites for grade level are issued to the EMR teacher. The teacher then uses her judgment about pupil placement in relation to grade placement in relation to textbooks.

It would be impossible to list the new materials which have come on the market in just the past year. Printed materials are quickly out-of-date in this fast-paced society. A teacher should consult book company folders, libraries, and the local school supply house for the current and best available materials.

EVALUATION

The several forms of evaluation are administered to the EMR child. Various prepared achievement tests are given to measure progress throughout the year.

However with this particular type child one must remember that memory patterns may be short and that although achievement can be noted at year's end, the following fall may find that the same material must be retaught.

One of the great strengths of the EMR program is that the child can be evaluated on his own level. He does not "fail". Teacher evaluation is important to this program.

The greatest evaluation is the acceptance of the child by his peers, the school, and the community. The fact that through the EMR program the child can make worthwhile contributions to his peers and the community is the ultimate evaluation.